

MEETING OF THE DEPARTMENTAL ADVISORY BOARD

**PROGRAMME PROPOSALS
(2002-2003)
FOR ACADEMIC COMMITTEE**



**DEPARTMENT OF EDUCATION OF GROUPS WITH SPECIAL NEEDS
National Council of Educational Research and Training
Sri Aurobindo Marg: New Delhi-110016**

**Department of Education of Groups with Special Needs
(DEGSN)
Programmes Proposals for 2002-2003**

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ROLE AND FUNCTIONS

The Department was created on 1st September 1995 with a view to emphasize on the Education of Groups with Special Needs, such as, the Scheduled Castes, the Scheduled Tribes, the Minorities and the Disabled. Researches have shown that these sectors need special inputs in order to promote enrolment, retention and achievement among the children of these groups. The following roles and functions have been envisaged for this Department.

Role

To concentrate on issues and problems related to education of Scheduled Castes/Scheduled Tribes (SCs/STs), Minorities, Disabled and other Groups with Special Needs and to provide quality education to these disadvantaged groups.

Functions

- 1 To promote education and thereby development of Scheduled Castes, Scheduled Tribes, Minorities and Disabled within the Framework of the Constitutional Provisions
- 2 To provide advice and assist the Centre, States, Non-Governmental organizations, National and International agencies in the area of school education for the groups with special needs
- 3 To act as a catalyst for promoting innovations and programmes for groups with special needs in the country
- 4 To plan suitable programmes and interventions in the area of curriculum and material development, teacher preparation and related policies for promoting access, enrollment, retention and achievement of children belonging to groups with special needs
- 5 Conducting and disseminating research and innovative researches in the area of education of children belonging to groups with special needs
- 6 Developing instructional and exemplar materials, guidelines, handbooks for teachers, teacher educators, curriculum developers, educational planners and administrators with a view to make curriculum accessible to all including disadvantaged groups.
- 7 Capacity building of teachers and educational administrators, formulation of strategies for teacher education curriculum (both formal and non-formal), training of teacher educators, pre-service and in-service programmes for promoting education of groups with special needs

- 8 Awareness generation - sensitisation and orientation of planners, policy makers, key education personnel, teachers, parents and community on education of groups with special needs
- 9 Networking and linkages in close collaboration with constituent units of NCERT, MHRD, NIEPA, SCERTs, NGOs, at national and international levels for planning suitable intervention programmes.
10. Conducting activities under the National Component for Tribal Education and Special Education in the context of DPEP The activities include matters related to development/modification of curricula and instructional materials, training of personnel and monitoring of implementation of the programme

BRIEF RESUME OF ACTIVITIES DURING THE LAST FIVE YEARS IN THE AREA OF SPECIAL EDUCATION, EDUCATION OF SC/ST AND MINORITIES EDUCATION

The Department of Education of Groups with Special Needs (DEGSN) is now more than four years old. It was set up in NIE, NCERT on 1st September 1995. This Department was assigned the responsibility of working in the area of education of groups with special needs, which has three major components Special Needs Education, Education of Children from SC/ST communities and minority groups. The following sections reflect the work of this Department conducted between 1st September, 1995 to date

Special Needs Education

The children with disabilities may have significant difficulties in learning. Considering the magnitude of the problem and insignificant coverage, better educational provisions are required. Education of children with various types of disabilities has become a point of focus specially after the enactment of the Act 'Equal Opportunities, Protection of Rights and Full participation' Act 1995. Various activities conducted in this area by the faculty members of the Department have common feature of integrating/including children with special needs within the mainstream, in order to provide them equal educational opportunities. The major activities of the Department carried out during the year 1997-98 include the development of suitable strategies for teaching of Hindi language to hearing impaired children and evolving a suitable examination procedures for the learning disabled children at the elementary and secondary levels. In the area of training two major activities are the Regional Orientation Programme for Non-Government Organizations and strengthening of Integrated Education for Disabled Children Scheme (IEDC) in the States. The latter aimed at capacity building and successful implementation of integrated education of disabled children.

Integration/Inclusion of the disabled into the mainstream is being supported by other basic education projects like the Rajasthan Shiksha Karmi, National Literacy programmes and distance learning initiatives. It is also an important component of the District Primary Education Programme (DPEP). After working out the guidelines for implementation of this component the faculty members of this Department are providing consultancy for working out strategies for the education of disabled children in different States. On finalization of these strategies the department will extend academic support to the States for implementation of the plans.

The Department has brought out two publications 'Evaluation Study of the Training Programme for ICDS functionaries for Early Identification and Intervention for Disabled Children' and 'Project Integrated Education for disabled (PIED) A Handbook' which are the outcome of years of experimentation in the Project Integrated Education for the disabled (UNICEF assisted). The Department has also provided consultancy at the International Level in the area of special needs education, by helping in formulating inclusive education policies and providing training to peripatetic teachers, administrators and ordinary school teachers in Namibia and Uzbekistan.

During the year 1998-1999, the Department has produced two Handbooks for teachers teaching children with disabilities in common schools viz. Shraavan Vikar Yukt Bachchon Ka Bhasha Vikas and Low Vision Children A Guide Book for Primary School Teachers The former handbook aimed at helping teachers in understanding issues and methodology related with teaching Hindi language to hearing impaired children from the pre-primary to Class II levels The second Handbook was prepared to help teachers in teaching low vision children at the primary level The Hindi version of this Handbook has also been published The impact Study of Integrated Education for Disabled Children will continue during 2002-2003

In addition to the above two more research study reports entitled Inclusive Education Issues and Interventions and Hindi Language Adaptations and Adjustments to the Needs of Children With Hearing Impairment have been brought out by the Department and are under consideration for publication for wider dissemination

The Department also undertook a major Capacity Building Programme along with Aus aid under the project IACBTP Teacher educator's from the States of Orissa, Kerala and Gujarat were sent for training to Australia for Six weeks These trained teachers then trained the teachers in five zones in gaining skills in inclusive education Two major workshops were also conducted in the Department with a view to facilitate inclusive education The first one was held in July 2000 with the aim of assessing the needs for Inclusive Education in the SAARC region. UNESCO and the NCERT jointly organized this workshop. The second workshop was held in Jan 2001 on building partnerships for promoting Inclusive education The participants included a number of well-known NGOs working in the field of Special Needs Education Various strategies were crafted out for building partnerships between the Government and NGOs in future programmes

The department had taken up three more programs in the area of curricular adaptations and adjustments All these projects aimed at suggesting suitable curricular adaptations in Hindi Language for children with Hearing Impairment, Mathematics Curriculum for children with visual impairments and Curricular Adaptations to Meet Special Educational Needs of Children with Cerebral Palsy. The second project has culminated in a form of a guide for primary school teachers and is available in print.

The Department has also organized a programme for resource development and capacity building in the SCERTs and SIEs in the North-eastern States with a view to identify the problems related with education of children with special needs in their respective States and prepare work plan accordingly

Modules on Inclusive education have been developed in a training package in collaboration with experts from SCERTs under the programme Training through Networking Development of Modules in Inclusive Education These are being finalized Training programmes for teacher educators using these modules would be taken up in the year 2002-2003 A package of audio video programme is under preparation for enriching the training programmes of teachers working with children having Special Educational Needs (SEN)

The Department had also undertaken the development of a guide for parents regarding SEN of children. This guide would be finalized shortly and would be available for use by States for their programmes on Parental Counselling for Children with SEN.

In addition, the Department has developed self-learning models for teachers in the areas of visual impairment, hearing impairment, locomotor disabilities and mental retardation. Two case studies giving examples of successful practices in building partnerships between NGOs and government schools for promoting inclusive education have also been developed.

A Need assessment questionnaire has been also developed to assess the existing needs of SAARC region in the area of inclusive education. Information on this will be collected in the year 2002-2003.

Finally, the Department has collaborated with UNESCO to develop a project E-learning for the visually Impaired and Technology transfer. This will help in promoting technology use for the education of visually impaired children.

Education of Scheduled Castes, Scheduled Tribes and Minorities

The Department has developed supplementary reading material for tribal students in Gondi and Bhili, which include material on folk songs and folk tales. Under the project 'Preparation of textbooks on tribal dialects' the Department has developed manuscripts of textbooks developed in five tribal dialects of Bihar namely Santhali, Mundari, HO, Kharia and Kurukh for children studying in Classes I and II. For the States of Orissa and Gujarat the Department has developed learning material in Saora, Kondh, Warli and Rathwa. The work done in this area has been carried out in close collaboration with prestigious institutions like the Central Institute of Indian Languages, Mysore Tribal Research Institutes of various States, Departments of Education, SCERTs and DPEP Bureaus of the States. This Department has also conducted training of state level functionaries and teachers working in tribal areas of various States.

Three supplementary readers for Munda, Oraon and Santhal tribal groups are in the press. Six manuscripts of supplementary reading materials on Bhils and Gond tribes are also ready for printing. Ten manuscripts of textbooks in Mundari, Santhali, HO, Kharia and Kurukh are at the finalization stage. Supplementary readers on Saora and Kondh tribes of Orissa are in the process of preparation.

The department has produced two documents: the final report of the UNICEF aided project on a study on attitudinal issues towards girls' education in general and SC girls in particular and Migration Education into Social Sciences. The Department has also taken up a project on identification of attitudinal issues among teachers towards SC Children. The study is likely to be completed by March 2002.

The department has also taken up two projects which will result in bringing out supplementary self-reading material for tribal children and booklets on ethnographic profiles.

of tribal people with focus on their educational needs. The department has initiated activities to organize orientation programmes for three newly created states namely Chhattisgarh, Jharkhand and Uttarakhand with a view to help them plan educational activities with the specific objective to provide them academic support in planning and implementing their educational activities. Two of these States have high tribal population. Guidelines prepared for in-service training of teachers teaching students belonging to socially disadvantaged groups prepared by the department are under finalisation and will be sent to the States for planning their in-service programmes. A study on factors hampering retention of tribal children in the States of Gujarat and Chhattisgarh may help policy makers to make modifications in strategies to reach this population.

Specific inputs to North-Eastern States include development and organization of an orientation programme for N-E States in the area of education of SC, ST and minorities. The tools prepared for need assessment have already been sent for the inputs of various levels of functionaries for collecting information.

The Department has also been entrusted with the responsibility of working as a nodal department for education of Scheduled Castes, Scheduled Tribes and minority groups of children under the DPEP programme. Based on an approach paper developed by the Department various activities like organization of attitudinal and language training workshops have been held in various DPEP States.

For the development of education of backward minorities, this Department has undertaken a few projects. Minority Education has also been included as an important component in DPEP and the Department is currently involved in providing consultancy for the development of a National Action Plan.

Realizing the need to improve the teaching of Science, Mathematics and English in curriculum of traditional minority institutions, the Department took up a project titled Analysis of Existing Curriculum in Maktabas and Madrasas. The report of the study is available. The report of another study titled A Sample Survey of the Extent of Educational Benefits Derived Out of the Centrally Sponsored Schemes for Minorities (Muslims) will be available shortly.

List of activities conducted during 2000-2001

S No	Title of Programme	Name of PI	Other faculty involved	Remarks
1	A study on how the print media constructs issues related to children with special needs and youth	Mrs Anupam Ahuja	Prof. Neerja Shukla, Prof. Kusum Sharma	Could not be taken up
2	To develop audio visual material to facilitate education and training of children with special needs	Prof. Kusum Sharma	Prof. Neerja Shukla, Mrs. Anupam Ahuja	Continuing during 2001-2002
3	Training through networking Development of training modules in inclusive education for children with disabilities	Dr. Anita Julka	Prof. Neerja Shukla	Continuing during 2001-2002
4	Resource Development in States and Voluntary Agencies	Prof. Neerja Shukla	All the members of the department	One programme organized, report submitted
5	Adaptations and adjustments in Hindi language curriculum to meet special educational needs of hearing impaired children (children with hearing impairment) in integrated set-up at primary level	Dr. Y. A. Azad	-	Completed, final research study report prepared and submitted for consideration of printing
6	An Evaluation Study of Integrated Education for Disabled Children (IEDC)	Dr. Janak Verma	-	Continuing during 2001-2002
7	Handbook for transaction of Mathematics Curriculum to visually impaired (Blind) Primary School Children in Integrated Settings	Dr. Anita Julka	-	Completed, final report brought out
8	Identification of attitudinal issues among teachers towards SC children	Prof. Neerja Shukla	Dr. D. K. Sharma, Dr. Kanan Sadhu, Dr. S. C. Chauhan	A study on the subject carried out with UNICEF assistance, report submitted in Sept. 2001, work on collection of primary data started, continuing during 2001-2002
9	Development of a training package in learning disability for primary school teachers	Dr. Anupam Ahuja	Prof. Neerja Shukla, Prof. Kusum Sharma	Could not be taken up
10	A sample survey of the extent of educational benefits derived out of the Centrally Sponsored Schemes for Minorities (Muslims)	Prof. Neerja Shukla	Dr. Anita Julka, Dr. S. C. Chauhan	Continuing during 2001-2002
11	Tribal Education in India - A Source Book Trends and Strategies	Dr. Kanan Sadhu	Dr. D. K. Sharma, Dr. S. C. Chauhan, Prof. Neerja Shukla	Continuing during 2001-2002

List of programmes taken up during 2001-2002

S. No	PAC Code	Title of Programme	Name of PI	Other faculty involved	Status of work done.
1	3.01	Curricular adaptations to meet Special Educational Needs of Children with Cerebral Palsy in inclusive Primary School a Multi-Media Package for Teacher Training	Prof. Kusum Sharma	Dr. Y.A. Azad Dr. Janak Verma Dr. Anita Julka	Field work for class I and class-II completed, workshop for finalization of class-I material organized, workshop for finalization of class-II material being finalized for try out.
2	3.02	Special Educational Needs: A Guide for Parents	Dr. Anita Julka	Prof. Neerja Shukla	Need assessment work is over. Two workshops were organized jointly with NGOs for this purpose. Writing of the guide is in progress
3	3.03	Development of Thematic Supplementary Self-Reading Materials for Tribal Children	Dr. D.K. Sharma	Prof. Neerja Shukla Dr. Kanan K. Sadhu Dr. S.C. Chauhan	Booklets on specific themes namely: Educational schemes and programmes for tribal children, Occupational and vocational structure of tribal communities, Health and Nutrition for the tribal communities, Human rights and tribal people, Cultural scenario, traditional skills, art, artifacts and value in dormitories (Ghotuls) are under preparation
4	3.04	Ethnographic Profile of Tribal People with a Focus on their Educational Needs	Dr. Kanan Sadhu	Prof. Neerja Shukla Dr. D.K. Sharma Dr. S.C. Chauhan	Eight profiles of tribes namely: Jaun Sari, Dodia, Madia, Gaddies, Lepcha, Dangi, Kharia, and Oraon are under preparation, will be finalized in consultation with experts in March 2002
5	3.05	Orientation programme for State	Dr. S.C. Chauhan	Prof. Neerja	The assessment tools prepared, sent to North

		Resource Persons in the North-Eastern States in the area of Education for the Socially Disadvantaged Groups		Shukla Dr. D.K. Sharma Dr. Kanan Sadhu	Eastern States for comments and observation for collection of data on need assessment could be initiated.
6	3.06	Resource Development in States and Voluntary Agencies	Prof. Neerja Shukla	All faculty of the Dept.	A meeting of newly created states viz. Jharkand, Chatisgarh and Uttaranchal is being organized in Dec. 2001.
7	3.07	An Evaluation Study of Integrated Education for Disabled Children (IEDC)	Dr., Janak Verma	Prof. Neerja Shukla	Report of Rajasthan has been finalized – data from Maharashtra and UP is awaited. Total no. of reports to be prepared = 9
8	3.08	Identification of Attitudinal Issues among Teachers towards SC Children	Prof. Neerja Shukla	Dr. D.K. Sharma Dr. Kanan Sadhu Dr. S.C. Chauhan	Tools prepared, sent for review. The data collection will commence after revising them on the basis of feed-back.
9	3.09	Identification of the Factors which hamper the Retention of the ST Students in the Schools of Gujarat & Chattisgarh States	Dr. S.C. Chauhan	Prof. Neerja Shukla Dr. D.K. Sharma Dr. Kanan Sadhu	Tools prepared, finalized, data collection in Gujarat and M.P. is in progress.
10	3.10	A Sample Survey of the Extent of Educational Benefits derived out of the Centrally Sponsored Schemes for Minorities (Muslims)	Prof. Neerja Shukla	Dr. Anita Julka Dr. S.C. Chauhan	Report writing is under progress. Two chapters completed.
11	3.11	To develop Audio Visual Material to Facilitate Education and Training of Children with Special Needs	Prof. Kusum Sharma	Prof. Neerja Shukla Dr. Y.A. Azad Dr. Janak Verma Dr. Anita Julka	Six scripts tried out, two programme produced, ten more scripts being tried out and programmes produced.

12	3.12	Adaptations and Adjustment in Hindi Languages Curriculum to meet special Educational Needs of Children with Impaired Hearings Studying in Integrated Set up at Primary Level: A Handbook for Teachers	Dr. Y.A. Azad	--	Handbook is ready and will be reviewed by experts.
13	3.13	Tribal Education in India-A source Book Trends and Strategies	Dr. K. Sadhu	Prof. Neerja Shukla, Dr. D.K. Sharma Dr. S.C. Chauhan	Reference Material for 12 chapters identified have been collected, detailed outlined prepared, chapters are being written.
14	3.14	Training through Networking of Training Modules in Inclusive Education for Children with Disabilities	Dr. Anita Julka	Prof. Neerja Shukla Prof. Kusum Sharma Dr. Y.A. Azad Dr. Janak Verma	SCERTs of 10 different States were involved in the development of modules, draft manual prepared in collaboration with SCERTs and is being finalized after thorough discussion. One training programme will be organized for State Resource Persons before March, 2002.

Specific Programmes Approved by Chairman, PAC
Year 2000-2001

S. No.	Title of Programme	Name of PI	Other faculty involved	Remarks
1	Regional Workshop on Assessment of Needs for Inclusive Education	Prof Neerja Shukla. Head, DEGSN Dr Janak Verma	All faculty members	Report prepared by Dr Anita Julka, published by NCERT
2	Building Partnerships with NGOs for promoting Inclusive Education	Prof Kusum Sharma	All faculty members	Report prepared Dr Kusum Sharma

CONSTITUENT: DEGSN**Composite Statement of Programmes Proposed for 2002-2003****I Type/Category wise number of Programmes with proposed budget**

Programme	New	On going	Carried over	Total	Budget Proposed (Rs.)
Research	3	1	1	5	9,12,800.00
Development	3			3	3,62,400.00
Training	2			2	4,68,600.00
Extension					
Any other					
Total:					17,43,800.00

II (A) Source-wise break-up of the total proposed budget in I

- (i) Estimated Budget from Councils funds **Rs.17, 43,800.00**
- (ii) Specific Grants from MHRD **Nil**
- (iii) Grants received from other agencies like UNICEF etc **Rs. Nil**

(B) Budget proposed vis-à-vis utilization thereof during 2001-2002 under Plan programmes

- (i) Budget asked for 2001-2002 as per PAC agenda (March 2001) **Rs. 22,57,570/-**
- (ii) Budget allocated by PPMED for 2001-2002 **Rs. 22,00,000/-**
- (iii) Specific grant received from MHRD for 2001-2002 **Rs. Nil**
- (iv) Expenditure incurred on programmes under B (ii) above **Rs2, 03,160.00**
(As on 1 11 2001)

III Details of Specific Programmes

Programmes for	No of Programmes	Programmes Codes	Budget Proposed Rs
North-East Region the focus will be on education of SC, ST and minorities	1	03 8	1,49,000 00
SC/ST	1	03 6	1,40,000 00

PROFORMA FOR PROGRAMME PROPOSALS FOR THE YEAR 2002-2003

1.	Name of the NCERT Constituent/Department	DEGSN
2.	Title of the Programme	Emerging Shape of Inclusive Classrooms at Upper Primary Level: A Study
3.	(a) Type of the Programme(Please tick)	<ul style="list-style-type: none"> - Research ✓ - Development ✓ - Training - Extension - Any other (Please specify)
	(b) Category of the programme (Please tick)	<ul style="list-style-type: none"> - New ✓ - On-going - Carried over
	(c) If the programme is on-going or carried over. mention the PAC Code No. and year of approval	N A
4.	Total Duration of the Programme as phased in col.10 (Months)	24 months
	(a) Date on which programme commenced to be commenced	1 st April 2002

	(b) Target date of completion	March 2004
5.	(a) Stage of Education to which the Programme is meant (Please tick)	<ul style="list-style-type: none"> - Pre-Primary - Primary - Upper primary ✓ - Secondary - Overall School Education <ul style="list-style-type: none"> - Any other
	(b) If programme is meant for a group with special needs. (Please tick)	<ul style="list-style-type: none"> - Scheduled Caste - Scheduled Tribe - Girl Child - Out-of-School Child - Minorities - Disabled ✓ - Any other
	(c) If Programme is State/ Region/ Agency specific, please specify the State/Region/ Agency	N A
6.	Beneficiaries (Please tick)	<ul style="list-style-type: none"> - Students - Teachers ✓ - Teacher Educators ✓ - Educational Administrators/Planners, NCERT faculty and Authorities - Any other (Please specify)

7. Need and justification:

(If an on-going/carried over programme, please also state briefly the progress achieved and the work likely to be completed by the end of the current financial year)

Multi-pronged efforts are being made to achieve UEE. The PWD Act 1995 and the Salamanca Statement 1994 have made significant contribution to bring SEN children within the folds of general education system. It is the responsibility of the society to provide educational opportunities to all children.

Each child has right to attend the neighbourhood school. The concept of inclusion also supports the idea of full time placement and education of all children in their neighbourhood schools. Educational and social needs of disabled children are to be met by our common schools. The focus has shifted from clinical assessment of disability, determining the extent of disability and labeling the child etc. to meeting special needs of all children irrespective of the type of problem they have. The biggest challenge before educationists is, now to think of the ways of providing support in organizing educational services in common schools to all children with special needs. Classroom arrangements/organization, pedagogies/teaching strategies, and curriculum initiatives need to be expanded in such a way that needs of all children in the inclusive classrooms are met effectively.

We should not compartmentalize educational requirements of different groups of children and give them one or the other cosmetic label. We must move from cosmetic to authentic change by understanding the needs of all children and should try to fulfill them through general education system.

The present study has been taken up to know as to what really happens to children with special needs in inclusive classrooms. There is lot of resistance to inclusion of all children with SEN in their neighbourhood schools. Still there are positive thinkers. Several schools/NGOs have evidence of successful inclusive education programmes in various parts of the country. There are attitudinal barriers, problems faced by teachers in meeting wide range of individual differences in one classroom, and problems related to the rigidity of formal school system resulting in need of systemic change.

Various efforts are being made to include SEN children at primary level in different schools. Inclusion of SEN children is also taking place at upper primary level. As the level of education increases complexities of content subjects, teaching methodologies and ways of evaluation also increase. This programme has been taken up to study the existing situation relating to management of attitudinal factors and meeting a wide range of individual differences in inclusive setting at upper primary level.

8. (a) Specific Objectives:

- (i) To study existing inclusive classrooms with the support system available to determine the extent of inclusion at upper primary level.
- (ii) To study the attitudinal factors influencing inclusion.
- (iii) To study the teachers management strategies in handling wide range of individual differences in classrooms.
- (iv) To identify the systemic changes required in general education system for inclusive education.

(b) Methodology:

(If a research programme, please also indicate sample research questions' hypotheses and tools)

Sample

Children with SEN studying in inclusive schools, are the targeted population. Their peers, parents and teachers are the related population. The study of such population would be required to examine the status or existing situation of inclusion of SEN children in these schools.

The sample would be drawn by identifying suitable number of schools in each region of the country. The process of selection would be based on our contacts with a large number of schools in each region but selecting only those with maximum number of children with special need.

Research Questions

- (i) Whether attitudinal factors affect inclusion of children with special needs in common classrooms
- (ii) Whether teachers are able to manage the wide range of individual differences in inclusive classrooms
- (iii) Whether certain systemic changes are required in general education system for inclusive education in the light of (i) and (ii) above

Tools

Data would be collected through classroom observation, focused group discussions, questionnaires, interviews etc by using both the qualitative and quantitative techniques.

(c) Proposed Supporting Staff/ (JPF/CA), if any.

<u>Designation</u>	<u>Total No. of months</u>
JPF(s)	Two JPFs for one year
CA (s)	One Computer Assistant for 8 months

9. Collaborating Agencies(if any)	Name of Agency	Nature of Collaboration
(a) NCERT Constituents		
(b) Outside Agency	SCERTs NGOs	Identification of Schools running IE

10. Phasing of the Programme with precise information on Activities (including in-house-activities involving expenditure or otherwise clearly indicating the methodology to be followed)

S.No.	Activities proposed to be organized	Proposed dates From To	Estimated Expenditure (if any)
1.	2.	3.	4.
1	Development of tools	April-June, 2002	In-house
2	TA for try out of tools in Delhi	July, 2002	Rs 1000 00
3	Finalization of tools	July, 2002	Nil
4	Identification of schools	April-July, 2002	Nil
5	Appointment of JPFs	June, 2002 - May, 2003	@ Rs 4400/- x12x2=Rs 1,05,600/-
6	Data collection	July, 2002 - May, 2003	Rs 60,000 00
7	Analysis of Data	April-Dec, 2003	Nil (In-house)
8	Appointment of CA	May, 2003 - Dec, 2003	@Rs 4400/- x8months=35,200
9	Report writing	Jan, 2004 - March, 2004	In-house
10	Submission of report to the Committee constituted by NCERT for consideration of printing	March, 2004	-
		Total Rs	2,01,800 00
		Total (Proposed for 2002-2003)	1,39,000 00

11. Details of each Budget Activity under item No. 10 (in the following format)

11.1 Activity No 2
 Title Try out of tools
 Proposed Dates From July, 2002

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1	Local conveyance for schools' visit by P I and JPFs for try out of tools	Rs 1000 00	
	Total	Rs 1000 00	

11 2 Activity 5
 Title Appointment of two JPFs
 Proposed dates From June, 2002 to May, 2003

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1	Salary of two JPFs @ Rs 4400/- p m		
	From June, 2002 – March, 2003	Rs 88,000 00	
	April, 2003 – May, 2003	Rs 17,600 00	
	Total	Rs 1,05,600 00	

11 3 Activity No 6
 Title Data collection
 Proposed Dates From July, 2002 to May, 2003

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1.	2.	3.	4.
1	TA for data collection from all the four regions of the country by JPFs and P I By air by P I By train by JPFs	Rs 60,000 00	Out of this amount about Rs 50,000/- would be utilized during 2002-03 and the rest Rs 10,000/- in the next two months of the new session
	Total	Rs 60,000/-	

11 4 Activity No 8
 Title Appointment of one CA
 Proposed Dates From May, 2003-Dec, 2003

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1	Salary of one CA for 8 months @ Rs 4400/- p m	Rs 35,200/-	
	Total	Rs 35,200/-	

Total of 11.1, 11.2, 11.3 and 11.4 is Rs 2, 01,800/-

12. Expected end-product :
- Report ✓
 - Book
 - Package
 - Kit
 - Cassette
 - Any Other (Please specify)

13. (a) Plans for utilization and dissemination of the end product(s)

Report if printed will be disseminated to all the States' IED cells, Directors of Education, Directors of SCERTs

(b) Plans for Evaluation of the outcome N A

(c) Plans for follow up/ Feedback on utilization of the outcome

States would be requested to send their comments and follow up actions

14. Personnel involved

14.1 Name and designation of the Programme Coordinator

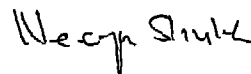
Dr (Mrs) Y A Azad, Reader in Special Education

14.2 Name and designation of the Associated Faculty

Nil

Signature

(Programme Coordinator)



Signature

(Head of the Deptt./Institute)

PROFORMA FOR PROGRAMME PROPOSALS FOR THE YEAR 2002-2003

1.	Name of the NCERT Constituent/Department	DEGSN
2.	Title of the Programme	Strengthening of Teacher Education Curriculum of DIETs from the Perspective of Children with Special Educational Needs.
3.	(a) Type of the Programme (Please tick)	<ul style="list-style-type: none"> - Research ✓ - Development ✓ - Training - Extension - Any other (Please specify)
	(b) Category of the Programme (Please tick)	<ul style="list-style-type: none"> - New ✓ - On-going - Carried over
	(c) If the Programme is on-going or carried over, mention the PAC Code No. and year of approval	N A
4.	Total duration of the Programme as phased in Col.10 (Months)	18 months
	(a) Date on which Programme commenced/to be commenced	1 st April 2002
	(b) Target date of completion	31 st September 2003
5.	(a) Stage of Education to which the Programme is meant (Please tick)	<ul style="list-style-type: none"> - Pre-primary - Primary ✓ - Upper Primary ✓ - Secondary - Overall School Education

		- Any other
	(b) If Programme is meant for a group with special needs (Please tick)	<ul style="list-style-type: none"> - Scheduled Caste - Scheduled Tribe - Girl Child - Out-of-School Child - Minorities - Disabled ✓ - Any other
	(c) If Programme is State/Region/Agency specific, please specify the State/Region/Agency	North-Eastern region and other regions
6.	Beneficiaries (Please tick)	<ul style="list-style-type: none"> - Students ✓ - Teachers ✓ - Teacher Educators ✓ - Educational Administrators/ Planners. NCERT faculty and Authorities ✓ - Any other (Please specify)

7. Need and justification:

(If an on-going/carried over programme, please also state briefly the progress achieved and the work likely to be completed by the end of the current financial year)

Throughout the world, professionals working in the field of education of children with SEN have propagated Inclusive Education to be the most suitable and viable option. However, there has been no appraisal of the teacher training practices for in-service teachers who have the specific responsibilities for working with students with SEN. Slee (1999) stated the problem in the following way:

‘National frameworks for teacher training are not framed to produce the critically reflective practitioners or cultural workers who ought to teach in inclusive schools. There is a growing body of research into inclusive curriculum and pedagogy. This has not been central to the work of teacher education. We need to be reminded through this continuing dialogue of the need for extensive change in this arena.’

It was since 1974 the centrally sponsored scheme of integrated education for the disabled children came into practice. This scheme was revised in 1992 and the Salamanca Statement in 1994 promoting inclusive education implied a need for intervention in meeting the SEN of students in classrooms by general teachers. The Salamanca Statement calls upon all governments and urges them to ensure that, in the context of a systemic change, teacher education programmes, both pre-service and in-service, address the provision of special needs education in inclusive schools.

The National Policy on Education (NPE), with modifications (1992) clearly states that

“Teacher Training Programmes will be reoriented, in particular for teachers of primary classes to deal with special difficulties of the handicapped children”

The Persons with Disabilities Act (PWD), 1995 emphasizes that the appropriate governments will ensure availability of trained manpower both for special schools and integrated schools.

The implications of the Salamanca Statement, NPE and PWD bring new challenges for the Teacher Education Programmes. Inclusion of children with SEN in the schools involves training of teachers who are already in the education system. Many of these teachers at present do not consider themselves ready for including children with SEN in their classrooms. They also do not have the knowledge or skills which would enable them to offer suitable attention to children with SEN. Realizing this, in-service training of regular teachers must be given priority so that they accept the responsibility of teaching children with SEN.

In the light of the above, and in order to meet the needs of diverse groups the in-service programmes for general teachers need to be flexible. To assess what conceptual preparedness and pedagogical skills are being imparted to general teachers that will help them to meet the diverse needs of all children in the classrooms a survey of existing training programmes for in-service teachers becomes imperative.

8.(a) Specific Objectives:

- To assess the quality of inputs related to SEN and inclusion in the existing in-service teacher education programmes conducted through DIETs
- To identify the features that have to be included in the training of teachers involved with education of children with SEN in general schools

(b) Methodology:

(If a research programme, please also indicate sample, research questions/ hypotheses and tools)

Sample To assess the quality of SEN related inputs in teacher education programmes 10 per cent of the total DIETs from the five regions (North, South, East, West & North-East) would be selected

Methodological Strategy The data would be collected in two phases

In the first phase-

- 1) Two states from each of the five regions would be first selected
- 2) Approximately five DIETs from each state would be selected . The total number of DIETs would be 50
- 3) Data in the form of curriculum of in-service TE programmes would be collected
- 4) The functionaries of DIETs would also be interviewed to assess the significance of SNE/inclusive education in their programmes Interviews will be guided but open ended
- 5) The data so collected would be qualitatively analyzed

In the second phase-

- 1) Semi-structured interviews using the information available from the analysis of the curriculum and also theoretical review would be formulated
- 2) Professionals working in the field of special needs education would be interviewed for identifying the features that need to be incorporated in the training programmes in the light of inclusive education
- 3) A report presenting the current scenario and also the implications for existing TE programme and policies would be prepared
- 4) A model curriculum for Teacher Education from the perspective of children with special educational needs would be prepared

(c) Proposed Supporting Staff (JPF/CA), if any

<u>Designation</u>	<u>Total No. of Months</u>
JPF(s)	12
CA(s)	

9.	Collaborating Agencies (if any)	Name of Agency	Nature of Collaboration
(a)	NCERT Constituents	Department of Teacher Education & Extension (DTEE)	Academic
(b)	Outside Agency	SCERTs, DIETs	Academic

10. Phasing of the Programme with precise information on Activities (including in-house-activities involving expenditure or otherwise clearly indicating the methodology to be followed)

S.No.	Activities proposed to be organised	Proposed dates From To	Estimated Expenditure (If any)
1.	2.	3.	4.
1	Preparation work including appointment of the JPF and formulation of an interview schedule	April - May 2002	-
2	Data collection	June 2002-Jan 2003	1,85,200 00
3	Analysis of Data	Feb 2003 - Mar 2003	38,800 00
4	Writing of report & computer typing	April 2003-Sept 2003	8,800.00
Total Rs			2,32,800 00
Total Rs (Proposed for 2002-2003)			2,24,200 00

11. Details of each Budget Activity under Item No. 10 (in the following format)

11 1 Activity No 2
 Title Data collection
 Proposed Dates From- June 2002 To- January 2003

S.No.	Item of Expenditure	Estimated Expenditure	Remarks, if any
1	2	3	4
1	Salary of JPF for 8 months	35,200 00	
	Traveling to States by the JPF & PI (TA. DA expenditure) for data collection	1,50 000 00	
	Total:	1,85,200.00	

11 2 Activity No 3
 Title Analysis of Data
 Proposed Dates From- February 2003 To- March 2003

S.No.	Item of Expenditure	Estimated Expenditure	Remarks, if any
1	2	3	4
1	Salary of JPF	8,800 00	
2	Five day workshop to analyze the curriculum (TA/DA	25,000 00	
3	Contingency including Lunch, Tea/Coffee)	5,000 00	
	Total:	38,800.00	

11 3 Activity No 4
 Title Writing of report & computer typing
 Proposed Dates From- April 2003 To- September 2003

S.No.	Item of Expenditure	Estimated Expenditure	Remarks, if any
1	2	3	4
1	Salary of JPF for 2 months	8,800 00	
	Total:	8,800.00	

Total of 11 1, 11 2, and 11 3 = Rs 2,32,800 00

12. Expected end-product
- Report ✓
 - Book
 - Package
 - Kit
 - Cassette
 - Any other (Please specify)

13.(a) Plans for utilization and dissemination of the end product(s)

The report and the guidelines would be sent to the DIETs and State Governments and also to the Ministry

(b) Plans for Evaluation of the outcome

N A

(c) Plans for follow up/Feedback on utilization of the outcome

Guidelines for an in-service training programme based on the identified features would be made available to SCERTs and DIETs

14. Personnel involved

14.1 Name and designation of the Programme Coordinator

Dr Anita Julka

14.2 Name and designation of the Associated Faculty

Prof Neerja Shukla
Head, DEGSN


Signature
(Programme Coordinator)

Date:


Signature
(Head of the Dept./Institute)

Date:

PROFORMA FOR PROGRAMME PROPOSALS FOR THE YEAR 2002-2003

1.	Name of the NCERT Constituent/Department	:	DEGSN
2.	Title of the Programme	:	A study of Educational Institutions run by Minorities namely Christians, Muslims and Buddhists.
3.	(a) Type of the Programme(Please tick)	:	<ul style="list-style-type: none"> - Research ✓ - Development - Training - Extension - Any other (Please specify)
	(b) Category of the programme (Please tick)	:	<ul style="list-style-type: none"> - New ✓ - On-going - Carried over
	(c) If the programme is on-going or carried over, mention the PAC Code No. and year of approval	:	N.A.
4.	Total Duration of the Programme as phased in col.10 (Months)	:	12 months
	(a) Date on which programme commenced/to be commenced	:	1 April,2002
	(b)Target date of completion	:	31 March,2003

5.	(a) Stage of Education to which the Programme is meant (Please tick)	:	<ul style="list-style-type: none"> - Pre-Primary - Primary ✓ - Upper primary ✓ - Secondary - Overall School Education - Any other
	(b) If programme is meant for a group with special needs, (Please tick)	:	<ul style="list-style-type: none"> - Scheduled Caste - Scheduled Tribe - Girl Child - Out-of-School Child - Minorities ✓ - Disabled - Any other
	(c) If Programme is State/ Region/ Agency specific, please specify the State/Region/ Agency	:	No
6.	Beneficiaries (Please tick)	:	<ul style="list-style-type: none"> - Students - Teachers - Teacher Educators - Educational Administrators/Planners ✓ - NCERT faculty and Authorities - Any other (Please specify)

7. Need and justification:

(If an on-going/carried over programme, please also state briefly the progress achieved and the work likely to be completed by the end of the current financial year)

Constitution provides a right to minorities to run their educational institutions. However, there is a feeling that some of the minority-run institutions are able to attract students while some others are not able to do so. Therefore, there is need to know the reasons behind this to make the minority run institutions more attractive.

8. (a) Specific Objectives:

1. To study the quality of schooling being provided by minority run institutions.
2. To study the possibilities of making these schools more attractive.

(b) Methodology:

(If a research programme, please also indicate sample, research questions/ hypotheses and tools)

Study will be limited to four states of the country. One district for quantitative analyses and five institutions for qualitative aspects in each of these selected states will be included in the study. Attributes of the quality of schooling included in the study are : Structure of school, student-teacher ratio, qualifications of teachers, teaching aids, school discipline, school curriculum, co-curricular activities, education of children with special needs, physical education/ art education and other additional efforts. Case study method will be used for this purpose. Members of the community will also be interviewed for the purpose of study to know the needs for curriculum adaptations and improvements in the school.

(c) Proposed Supporting Staff/ (JPF/CA), if any.

<u>Designation</u>	<u>Total No. of months</u>
JPF(s)	2 for 8 months

9. Collaborating Agencies(if any)	Name of Agency	Nature of Collaboration
(a) NCERT Constituents	Nil	Nil
(b) Outside Agency	Nil	Nil

10. Phasing of the Programme with precise information on Activities (including in-house-activities involving expenditure or otherwise clearly indicating the methodology to be followed)

S.No.	Activities proposed to be organized	Proposed dates From To	Estimated Expenditure (if any)
1.	2.	3.	4.
1.	<u>Preparation of the format of the case studies</u>	April,2002	
2.	<u>Training of JPFs</u>	May-June, 2002	
3.	<u>Data Collection</u>	July-Sept.,2002	1,25,000.00
4.	<u>Writing of case studies</u>	Oct.-Dec.,2002	
5.	<u>Preparation of the report</u>	January-March, 2003	
6.	<u>Salary of 2 JPFs</u>	May, 2002 to Feb., 2003	67,200/-
		Total	Rs.1,92,200/-

11. Details of each Budget Activity under item No. 10 (in the following format)

11.1. Activity No. 3
 Title Data collection
 Proposed Dates From: July to Sept.,2002

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1.	2.	3.	4.
1.	TA/DA as local conveyance to JPFs and the Programme Coordinator	Rs.1, 25,000.00/-	Field work in different states
2	Materials for data collection	Rs.4, 600/-	
	Total	Rs.1, 29,600	

11.2. Activity No. : 6
 Title : Salary of 2 JPFs for 8 months
 Proposed Dates : From June, 2002 to Jan.,2003

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1.	2.	3.	4.
1.	Salary of 2 JPFs for 8 month @ Rs.4400/-	Rs.70, 400.00	
	Total	Rs.70, 400/-	

Total of 11.1 and 11.2: Rs.2, 00,000/-

12. Expected end-product : - Report ✓
 - Book
 - Package
 - Kit
 - Cassette
 - Any Other (Please specify)

13. (a) Plans for utilization and dissemination of the end product(s)

Reports will be sent to concerned institutions.

(b) Plans for Evaluation of the outcome

In-house evaluation.

(c) Plans for follow up/ Feedback on utilization of the outcome

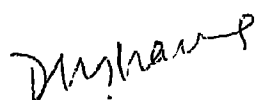
14. Personnel involved

14.1 Name and designation of the Programme Coordinator

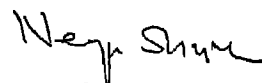
Dr Dinesh Sharma, Reader

14.2 Name and designation of the Associated Faculty

Dr Kanan Sadhu, Reader
Dr S C Chauhan, Lecturer



Signature
(Programme Coordinator)



Signature
(Head of the Deptt./Institute)

PROFORMA FOR PROGRAMME PROPOSALS FOR THE YEAR 2002-2003

1.	Name of the NCERT Constituent/Department	:	DEGSN
2.	Title of the Programme	:	Identification of innovative teaching-learning strategies and practices for promoting inclusive education for children with special needs
3.	(a) Type of the Programme(Please tick)	:	<ul style="list-style-type: none"> - Research ✓ - Development ✓ - Training - Extension - Any other (Please specify)
	(b) Category of the programme (Please tick)	:	<ul style="list-style-type: none"> - New ✓ - On-gong - Carried over
	(c) If the programme is on-going or carried over, mention the PAC Code No. and year of approval	:	N.A
4.	Total Duration of the Programme as phased in col.10 (Months)	:	12 Months
	(a) Date on which programme commenced/to be commenced	:	April, 2002
	(b) Target date of completion	:	March, 2003

5.	(a) Stage of Education to which the Programme is meant (Please tick)	:	<ul style="list-style-type: none"> - Pre-Primary - Primary ✓ - Upper primary - Secondary - Overall School Education - Any other
	(b) If programme is meant for a group with special needs, (Please tick)	:	<ul style="list-style-type: none"> - Scheduled Caste - Scheduled Tribe - Girl Child - Out-of-School Child - Minorities - Disabled ✓ - Any other
	(d) If Programme is State/ Region/ Agency specific, please specify the State/Region/ Agency	:	No
6.	Beneficiaries (Please tick)	.	<ul style="list-style-type: none"> - Students - Teachers ✓ - Teacher Educators ✓ - Educational Administrators ✓ /Planners NCERT faculty and Authorities - Any other (Please specify)

7. Need and justification:

(If an on-going/carried over programme, please also state briefly the progress achieved and the work likely to be completed by the end of the current financial year)

As a result of global concern for providing education to special needs children various initiatives have been taken by the Govt. of India. Commitment of the Govt. of India to provide services to children with special needs in inclusive schools is obvious from the policy of education formulated at different times and the schemes for implementation of the same. Nevertheless, there is gap between the practice and policy. Though some of the states/ institutions have established exemplary success in achieving inclusion whereas others are still struggling with the lack of facilities or ways of attaining it with limited resources. It is important that the states/institutions who need to learn about initiating innovative practices in inclusion are exposed to the successful experiences of institutions which have already found

ways of overcoming the initial difficulties. We, therefore, need to identify, observe good innovative practices, analyze them for identifying innovative teaching-learning strategies and document them to replicate and promote inclusive education. This has to be done in the total context as the bottlenecks and hurdles are not necessarily in the class. Attitude of school administrators will also be important in effecting any change in the school.

1. (a) Specific Objectives:

- To study existing status of practices in inclusive education.
- To identify practices of inclusion of children with special needs.
- To develop booklets for teachers for innovative strategies of inclusion.

(b) Methodology:

(If a research programme, please also indicate sample, research questions/ hypotheses and tools)

Institutions practicing inclusion successfully in different states will be identified on the basis of the criteria fulfilled for inclusion through well designed procedures. Observation of these institutions for effective teaching strategies in the classroom will be done by the faculty. After observation of those institutions, discussions and interview will be held with the beneficiaries and the providers of the services to find out what are the hurdles and how they have been overcome. The strategies used by the teacher in inclusive setting and their experiences will be analyzed and documented to provide a model for replication by others working in similar situations. A teacher's booklet will be prepared.

(c) Proposed Supporting Staff/ (JPF/CA), if any.

JPF for 8 months

9.

Collaborating Agencies (if any)	Name of Agency	<u>Nature of Collaboration</u>
(a) NCERT Constituents	DTEE, DEE	Academic.
(b) Outside Agency	SCERTs, schools, NGOs	- do-

10. Phasing of the Programme with precise information on Activities (including in-house-activities involving expenditure or otherwise clearly indicating the methodology to be followed)

S.No.	Activities proposed to be organized	Proposed dates From To	Estimated Expenditure (If any)
1.	Review of literature, correspondence, observation interviews, discussions, identification of criteria for inclusion, selection of institutions to be visited and observed	April, 2002	In-house
2.	Development of tools	May, 2002	In-house
3.	Survey of institutions for identifying the schools	May-June, 2002	
4.	Visits to institutions for interviews	July, 2002 to Dec., 2002	1,20,000
5.	Analysis of the practices to evolve the teaching strategies and Documentation	June 2002 to Feb., 2003	In-house
6.	Report Writing and its finalisation	March, 2003	
7.	Project contingency		5,000/-
Total Rs.			1,25,000
Total (Proposed for 2002-2003) Rs.			1,60,200

11. Details of each Budget Activity under item No. 10 (in the following format)

11.1. Activity No. : 10.4
Title : Visits to
Institutions/states
Proposed Dates : From May, 2002 to Dec., 2002

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1.	2.	3.	4.
1.	TA/DA and Conveyance for the project team	Rs.1, 20,000/-	

Expenditure on JPF = $4400 \times 8 = \text{Rs } 35,200/-$

12. Expected end-product

- Report
- Book
- Package
- Kit
- Cassette
- Any Other (Please specify) Booklet ✓

13. (a) Plans for utilization and dissemination of the end product(s)

Through circulation to SCERTs, schools and other agencies concerned

(b) Plans for Evaluation of the outcome

Feedback from the users about impact on schools and children

(c) Plans for follow up/ Feedback on utilization of the outcome

Correspondence with SCERTs and schools to get feedback about implementation of the practices

14. Personnel involved

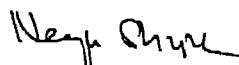
14.1 Name and designation of the Programme Coordinator

Prof. Kusum Sharma

14.2 Name and designation of the Associated Faculty

Nil


Signature
Coordinator)


Signatur(Programme
(Head of the Deptt./Inst/tute)

PROFORMA FOR PROGRAMME PROPOSALS FOR THE YEAR 2002-2003

1.	Name of the NCERT Constituent/Department	:	DEGSN
2.	Title of the Programme	:	Preparation of Guidelines for development of supplementary instructional material for transaction of curriculum to children with special needs.
3.	(a) Type of the Programme (Please tick)	:	<ul style="list-style-type: none"> - Research - Development ✓ - Training - Extension - Any other (Please specify)
	(b) Category of the programme (Please tick)	:	<ul style="list-style-type: none"> - New ✓ - On-going - Carried over
	(c) If the programme is on-going or carried over, mention the PAC Code No. and year of approval	:	N.A.
4.	Total Duration of the Programme as phased in col.10 (Months)	:	12 Months
	(c) Date on which programme commenced/to be commenced	:	April, 2002
		:	March, 2003

5.	(a) Stage of Education to which the Programme is meant (Please tick)	:	<ul style="list-style-type: none"> - Pre-Primary - Primary ✓ - Upper primary - Secondary - Overall School Education - Any other (all stages)
	(b) If programme is meant for a group with special needs, (Please tick)	:	<ul style="list-style-type: none"> - Scheduled Caste - Scheduled Tribe - Girl Child - Out-of-School Child - Minorities - Disabled ✓ - Any other – teachers ✓
	(c) If Programme is State/ Region/ Agency specific, please specify the State/Region/ Agency	:	---
6.	Beneficiaries (Please tick)	:	<ul style="list-style-type: none"> - Students ✓ - Teachers ✓ - Teacher Educators - Educational Administrators ✓ /Planners, NCERT faculty and Authorities ✓ - Any other (Please specify)

7. Need and justification:

(If an on-going/carried over programme, please also state briefly the progress achieved and the work likely to be completed by the end of the current financial year)

Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995 makes it mandatory that children with special educational needs are placed in ordinary schools. However, they can benefit from the educational system, only if their difficulties are understood, presentation of content is as per their requirements, gaps in their understanding are fulfilled and appropriate support is extended to meet the special educational needs of all children with disabilities. To be able to do so we need to provide guidance to the teachers to prepare material, so that they can transact the curriculum effectively. The teachers need to be oriented for making suitable presentation of the textbook for children with special needs. Further they have to be oriented for evaluating children with disabilities so

that their actual potentials are evaluated. As children with disabilities may know a lot more than they can express or communicate, it may be essential to modify the ways of communication for them. Hence there is a need to develop guidelines for the teachers for transacting the curriculum to enable children with special needs benefit from instruction.

8. (a) Specific Objectives:

To make curriculum accessible to children with special needs.

- To prepare guidelines for developing supplementary instructional materials for transaction of curriculum for special educational needs children
- To prepare guidelines for teachers using suitable evaluation strategies to facilitate evaluation (both formative and summative) of achievement/ attainment of children with special needs.

(b) Methodology:

(If a research programme, please also indicate sample, research questions/ hypotheses and tools)

Difficulties in transaction and the kind of material and presentation required for effective transaction by teachers to make the curriculum accessible to all children with disabilities will be identified and listed to evolve guidelines for developing supplementary instructional material.

On the basis of difficulties encountered by the teachers and children in the teaching-learning situations, the guidelines will be prepared to be finalised in Working Group Meeting of experts and others concerned with education of children with disabilities.

The guidelines thus developed will be widely disseminated to the concerned groups for follow-up.

(d) Proposed Supporting Staff/ (JPF/CA), if any.

Nil

9

Collaborating Agencies (if any)	Name of Agency	<u>Nature of Collaboration</u>
(a) NCERT Constituents	DEE, DTEE	Academic.
(b) Outside Agency	Textbook Bureau, SCERTs. Schools, Parents.	

10. Phasing of the Programme with precise information on Activities (including in-house-activities involving expenditure or otherwise clearly indicating the methodology to be followed)

S. N o.	Activities proposed to be organised	Proposed dates From To	Estimated Expenditure (If any)
1.	Review of literature, previous projects of the Department, observations, interviews/ discussions about the difficulties that different groups of people working with the disabled experience while transacting curriculum to them	April, 2002	In house
2.	Development of tools	May, 2002	In house
3.	Identification of the difficulties and the strategies required for transaction of curriculum and the support material required in an inclusive set up. Analysis of the data and preparation of the document	May-August, 2002	In house
4.	Analysis /Tabulation of data	Nov, 2002	In house
5.	Finalization of the guidelines with the help of experts	Dec, 2002	Rs. 42,000/-
6.	Report writing, typing	Dec, 2002- Mar, 2003	In house
7.	TA/ conveyance of the project team	April-Dec 2002-	Rs. 10,000/-
8.	Dissemination	Mar, 2003	
9.	Project contingency		Rs. 10,000/-
Total Rs.			Rs. 62,000/-
Total (Proposed for 2002-2003) Rs.			Rs. 62,200/-

11. Details of each Budget Activity under item No. 10 (in the following format)

11.1. Activity No : 10.5

Title : Finalization of the guidelines with experts.

Proposed Dates : From: Dec, 2002

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1.	TA/DA	25,000.00	
2.	Hon (400X8X2)	15,000.00	
3.	Tea/ Coffee, Stationary etc. contingency	2,000.00	
	Total	Rs.42, 000.00	

- 12. Expected end-product** : - Report
- Book
- Package
- Kit
- Cassette
- Any Other (Please specify) Guidelines ✓

13. (a) Plans for utilization and dissemination of the end product (s)

The guidelines thus developed will be disseminated to the SCERTs and other organizations

(b) Plans for Evaluation of the outcome

Feedback from the users of the curriculum and the guidelines will be received on a questionnaire about their effectiveness

(c) Plans for follow up/ Feedback on utilization of the outcome

Feedback from users and discussion with teachers and children

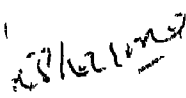
14. Personnel involved

14.1 Name and designation of the Programme Coordinator

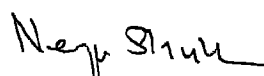
Prof Kusum Sharma

14.2 Name and designation of the Associated Faculty

Nil



Signature
(Programme Coordinator)



Signature
(Head of the Deptt. /Institute)

PROFORMA FOR PROGRAMME PROPOSALS FOR THE YEAR 2002-2003

1.	Name of the NCERT Constituent/Department	:	DEGSN
2.	Title of the Programme	:	Ethnographic Profile of Tribal People with a focus on their Educational Needs.
3.	(a) Type of the Programme(Please tick)	:	<ul style="list-style-type: none"> - Research - Development ✓ - Training - Extension - Any other (Please specify)
	(b) Category of the programme (Please tick)	:	<ul style="list-style-type: none"> - New ✓ - On-going - Carried over
	(c) If the programme is on-going or carried over, mention the PAC Code No. and year of approval	:	N.A.
4.	Total Duration of the Programme as phased in col.10 (Months)	:	One Year (12 months)
	(e) Date on which programme commenced/to be commenced	:	April, 2002
		:	March, 2003

5.	(a) Stage of Education to which the Programme is meant (Please tick)	:	<ul style="list-style-type: none"> - Pre-Primary - Primary ✓ - Upper primary ✓ - Secondary ✓ - Overall School Education - Any other
	(b) If programme is meant for a group with special needs, (Please tick)	:	<ul style="list-style-type: none"> - Scheduled Caste - Scheduled Tribe ✓ - Girl Child - Out-of-School Child - Minorities - Disabled - Any other
	(f) If Programme is State/ Region/ Agency specific, please specify the State/Region/ Agency	:	No
6.	Beneficiaries (Please tick)	:	<ul style="list-style-type: none"> - Students ✓ - Teachers ✓ - Teacher Educators ✓ - Educational Administrators ✓ /Planners, NCERT faculty and Authorities - Any other (Please specify)

7. Need and justification:

(If an on-going/carried over programme, please also state briefly the progress achieved and the work likely to be completed by the end of the current financial year)

It was proposed that NCERT may bring out a series of ethnographic profiles of tribal population in various states over a period of time. The need for this proposal arose due to the observation that there is a lack of awareness among the people including the educational planners and other functionaries, about the tribal population which form an important component of our nation. It is of utmost importance that an understanding regarding tribal life and culture is created among them to facilitate the teaching-learning process.

8. (a) Specific Objectives:

To develop Ethnographic profiles of six types of tribal communities of various States/UTs with an emphasis upon their educational needs.

(b) Methodology:

(If a research programme, please also indicate sample, research questions/ hypotheses and tools)

These profiles will be developed based on the format prepared this year (2001-2002). Information for preparing the profiles will be gathered from two major sources – (i) Visit to the tribal areas and (ii) the libraries of various universities, Tribal Research Institutions and from various other educational research institutions. The write-ups will be prepared in-house and then reviewed in a workshop.

(c) Proposed Supporting Staff/ (JPF/CA), if any. No

Designation **Total No. of months**

JPF(s) _____

CA (s) _____

9. Collaborating Agencies(if any)	Name of Agency	Nature of Collaboration
(a) NCERT Constituents	-	-
(b) Outside Agency	-	

10. Phasing of the Programme with precise information on Activities (including in-house-activities involving expenditure or otherwise clearly indicating the methodology to be followed)

S.No.	Activities proposed to be organised	Proposed dates From To	Estimated Expenditure (If any)
1.	2.	3.	4.
1.	Collection of materials from secondary sources of information.	April,2002 Dec.,2002	Rs.5000/- (Photocopying and purchase of materials)
2.	Visits to the field area – primary sources of information	April, 2002 Dec.,2002	Rs.75,000/-
3.	Write up of profiles of six tribal communities	Oct.,2002 Dec.,2002	In-house
4.	Review of first draft of six manuscripts of profiles in a workshop (12x3x1)	Jan./Feb.,2003	Rs.60,000/-

5	Finalization of six manuscripts.	Feb.,2003 March,2003	
Total (Proposed for 2002-2003) Rs.1, 40,000/-			

11. Details of each Budget Activity under item No. 10 (in the following format)

11.1. Activity No. : 1
Title : Collection of materials from secondary sources
of information
Proposed Dates : From: April,2002 To: Dec.,2002

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1.	Photocopying and purchase of materials	Rs.5000/-	

11.2. Activity No. : 2
Title : Visit to the primary sources of information
Proposed Dates : From May,2002 To Sept.,2002

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1.	TA and DA for visit to tribal areas	Rs.75, 000/-	-

11.3. Activity : 3
Title : Review of first draft of six manuscripts
Proposed dates : Jan/Feb.,2003

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1.	A 3 days workshop for 12 experts	Rs.60, 000/-	-

Total of 11.1, 11.2 and 11.3 Rs.1,40,000/-

- 12. Expected end-product** : - Report
- Book ✓
- Package
- Kit
- Cassette
- Any Other (Please specify)

13. (a) Plans for utilization and dissemination of the end product(s)

May be sent to tribal education and welfare departments It will be useful for other orientation and training programmes as well

(b) Plans for Evaluation of the outcome

A workshop comprising of experts in the area would be held for reviewing the manuscripts prepared

(c) Plans for follow up/ Feedback on utilization of the outcome

Another set of ethnographic profiles of a different set of tribal populations will be brought out

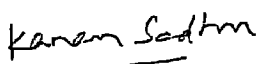
14. Personnel involved

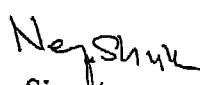
14.1 Name and designation of the Programme Coordinator

Dr Kanan Sadhu
Reader

14.2 Name and designation of the Associated Faculty

Prof Neerja Shukla
Dr Dinesh Sharma
Dr S C Chauhan


Signature
(Programme Coordinator)


Signature
(Head of the Department)

PROFORMA FOR PROGRAMME PROPOSALS FOR THE YEAR 2002-2003

1.	Name of the NCERT Constituent/Department	:	DEGSN
2.	Title of the Programme	:	Training through Networking: Development of Modules for Inclusive Education: Phase II
3.	(a) Type of the Programme (Please tick)	:	<ul style="list-style-type: none"> - Research - Development - Training ✓ - Extension - Any other (Please specify)
	(b) Category of the Programme (Please tick)	:	<ul style="list-style-type: none"> - New ✓ - On-going - Carried over
	(c) If the Programme is on-going or carried over, mention the PAC Code No. and year of approval	:	N.A.
4.	Total duration of the Programme as phased in Col.10 (Months)	:	12 Months _____
	(a) Date on which Programme commenced/to be commenced	:	April 2002
	(b) Target date of completion	:	March 2003
5.	(a) Stage of Education to which the Programme is meant (Please tick)	:	<ul style="list-style-type: none"> - Pre-primary - Primary ✓ - Upper Primary ✓ - Secondary - Overall School Education - Any other

	(b) If Programme is meant for a group with special needs (Please tick)	:	<ul style="list-style-type: none"> - Scheduled Caste - Scheduled Tribe - Girl Child - Out-of-School Child - Minorities - Disabled ✓ - Any other
	(c) If Programme is State/Region/Agency specific, please specify the State/Region/Agency	:	All regions, including North-Eastern
6.	Beneficiaries (Please tick)	:	<ul style="list-style-type: none"> - Students ✓ - Teachers ✓ - Teacher Educators ✓ - Educational Administrators/ Planners, NCERT faculty and Authorities - Any other (Please specify)

7. Need and justification:

(If an on-going/carried over programme, please also state briefly the progress achieved and the work likely to be completed by the end of the current financial year)

This programme is in continuation of the earlier programme in which experts from NCERT and SCERTs of states developed training modules for teacher educators in inclusive education. The modules would be pilot tested and finalized. A training programme based on these modules involving Teacher Educators deputed by the State Governments would be held at NCERT. This will provide the needed resources at the state level for facilitating inclusive education. Further training programmes would be organized at the state level by the resource persons and also the teacher educators trained at NCERT in the first programme.

8. (a) Specific Objectives:

1. To orient and equip the teacher educators from different states with knowledge and skills required for implementing inclusive education.
2. To provide them material (in print) to further train the general teachers in their respective states.

(b) Methodology:

(If a research programme, please also indicate sample, research questions/ hypotheses and tools)

The methodological strategy would be as follows:

1. State Governments of 2 States of each of the five regions would be requested to depute teacher educators for training in inclusive education.
2. These teacher educators would be trained by the resource persons from NCERT & SCERTs who networked to develop the training package. This will be a kind of a model demonstration programme.
3. The teacher educators using the material will further train the general teachers in their respective States with the help of SCERTs and NCERT.

(c) Proposed Supporting Staff (JPF/CA), if any : No

<u>Designation</u>	<u>Total No. of Months</u>
JPF(s)	_____
CA(s)	_____

9.	Collaborating Agencies (if any)	Name of Agency	Nature of Collaboration
(a)	NCERT Constituents	Department of Teacher Education	
(b)	Outside Agency	SCERTs, DIETs	

10. Phasing of the Programme with precise information on Activities (including in-house-activities involving expenditure or otherwise clearly indicating the methodology to be followed)

S.No.	Activities proposed to be organised	Proposed dates From To	Estimated Expenditure (If any)
1.	2.	3.	4.
1.	Preparation work	April-June 2002	-
2.	Training programme approximately 7 days	July 2002	2,20,000.00
3.	Traveling of the faculty members of DEGSN to the States for training programmes (The cost of the training programmes in the States will be born by the respective States themselves)	August-March 2003	1,00,000.00
Total Rs. (Proposed for 2002-2003)			3,20,000.00

11. Details of each Budget Activity under Item No. 10 (in the following format)

11.1 Activity No. : 2
 Title : Training Programme for approx. 7 days
 Proposed Dates : From: July 2002 To:

S.No.	Item of Expenditure	Estimated Expenditure	Remarks, if any
1	2	3	4
1.	TA/DA of trainees and resource persons	2,00,000.00	
2.	Contingency including Lunch, Tea, Translation cost.	20,000.00	
Total:		2,20,000.00	

11 2 Activity No 3

Title

Training to the States for training programmes

Proposed Dates

From August 2002 To March 2003

S.No.	Item of Expenditure	Estimated Expenditure	Remarks, if any
1	2	3	4
1	TA/DA of the faculty members for traveling to States for training programmes	1,00,000 00	
		Total: 1,00,000.00	

Total of 11 1 and 11 2 = Rs 3,19,600/-

12. Expected end-product

- Report ✓
- Book
- Package
- Kit
- Cassette
- Any other (Please specify)

13.(a) Plans for utilization and dissemination of the end product(s)

Already stated

(b) Plans for Evaluation of the outcome

The faculty will travel to the States for evaluating the training imparted by the trained teacher educators.

(c) Plans for follow up/Feedback on utilization of the outcome

State SCERTs would be encouraged to hold more training programmes for teacher educators

14. Personnel involved

14.1 Name and designation of the Programme Coordinator

Dr Anita Julka

14.2 Name and designation of the Associated Faculty

Prof Neerja Shukla, Head, DEGSN

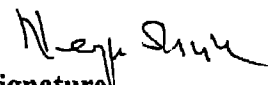
Prof Kusum Sharma

Dr Y A. Azad, Reader

Dr Janak Verma, Reader


Signature

(Programme Coordinator)


Signature
(Head of the Dept./Institute)

PROFORMA FOR PROGRAMME PROPOSALS FOR THE YEAR 2002-2003

1.	Name of the NCERT Constituent/Department	:	DEGSN
2.	Title of the Programme	:	Training of Key Resource Persons from North Eastern States in Curriculum Transaction for Socially Disadvantaged Groups.
3.	(a) Type of the Programme(Please tick)	:	<ul style="list-style-type: none"> - Research - Development - Training ✓ - Extension - Any other (Please specify)
	(b) Category of the programme (Please tick)	:	<ul style="list-style-type: none"> - New ✓ - On-going - Carried over
	(c) If the programme is on-going or carried over, mention the PAC Code No. and year of approval	:	N.A.
4.	Total Duration of the Programme as phased in col.10 (Months)	:	12 months
	(f) Date on which programme commenced/to be commenced	:	1 st April, 2002
	(g) Target date of completion	:	31 st March, 2003

5.	(a) Stage of Education to which the Programme is meant (Please tick)	:	<ul style="list-style-type: none"> - Pre-Primary - Primary ✓ - Upper primary ✓ - Secondary - Overall School Education - Any other
	(b) If programme is meant for a group with special needs, (Please tick)	:	<ul style="list-style-type: none"> - Scheduled Caste ✓ - Scheduled Tribe ✓ - Girl Child - Out-of-School Child - Minorities ✓ - Disabled - Any other
	(g) If Programme is State/ Region/ Agency specific, please specify the State/Region/ Agency	:	North-Eastern States of India
6.	Beneficiaries (Please tick)	:	<ul style="list-style-type: none"> - Students - Teachers ✓ - Teacher Educators ✓ - Educational Administrators/Planners ✓ - NCERT faculty and Authorities - Any other (Please specify)

7. Need and justification:

(If an on-going/carried over programme, please also state briefly the progress achieved and the work likely to be completed by the end of the current financial year)

As per needs assessment of Orientation programme of the year 2001-2002 educational issues and problems will be assessed to accelerate the process of educational development of socially disadvantaged and marginalized groups of North Eastern part of India. By and large north-eastern States are having a good number of literate people but equal opportunity of education and upliftment of SC, ST and other economically marginalized people neither have access nor have the right environment for the same. Teachers face a lot of difficulties in transacting the curriculum and other skills to children belonging to these groups. Therefore they need special attention and support for tackling such problems. Hence, this training programme will focus on preparing key resource persons from states level institution, government organizations, Non-Government organizations working in the area of education to be able to cater to their educational needs, and help in reducing the drop-out rate of such

students from the school, improving retention and enrolment of children in the schools. Bring qualitative as well as quantitative changes in the whole process of education

2.(a) Specific Objectives:

- To provide need based and pedagogy based training.
- To train the key resource persons for organizing further Teachers Training programme in their states.
- To provide the technical support for teacher preparation in North Eastern States.
- To promote partnership with key resource persons to solve educational problems faced by the teachers in the transaction of curriculum.

(b) Methodology:

(If a research programme, please also indicate sample, research questions/ hypotheses and tools)

- a. Needs assessment of North-Eastern States and interaction of States Key Resource persons is already being done.
- b. Course content will be finalized for conducting training programmes.
- c. Relevant training material will be developed/identified for use in the training programme.
- d. Planning of training programme in consultation with State level government and non-government organizations.

(c) Proposed Supporting Staff/ (JPF/CA), if any: No

<u>Designation</u>	<u>Total No. of months</u>
JPF(s)	_____
CA (s)	_____

9. Collaborating Agencies(if any) Name of Agency Nature of Collaboration

- (a) NCERT Constituents NERIE,
- (b) Outside Agency SCERT/DIET/Voluntary organisations

10. Phasing of the Programme with precise information on Activities (including in-house-activities involving expenditure or otherwise clearly indicating the methodology to be followed)

S.No.	Activities proposed to the organized	Proposed Dates From To	Estimated Expenditure, if any	Remarks
1	2	3	4	5
1.	Identify the themes on the basis of Need Assessment and interaction of the state people.	April-June, 2002		Process has already been initiated.
2	Finalization of Course Content	July to August, 2002		
3.	Identify reference materials for the training of KRPs.	September to October, 2002		In house
4.	Programme preparation in terms of writing of training material	November to December, 2002		In house
5.	Organization of training programme (for five days)	January-February, 2003	Rs.1, 49,000/-	
6.	Report writing	February, 2003		
7.	Finalization of the report and dissemination of the same to the states and participants.	March, 2003.		

11. Details of each Budget Activity under item No. 10 (in the following format)

11.1. Activity No. : 5
 Title : Training for KRPs (5 days)
 Proposed Dates : From:

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1.	TA to 50 Non-Local Participants and Resource Persons (50X1500)	Rs.75, 000/-	
2.	D.A. to participants (260X50X5)	Rs.65, 000/-	
3.	Hon. To the resource persons (20X200)	Rs. 4, 000/-	
4.	Contingency	Rs. 5, 000/-	
	Total	Rs.1, 49,000/-	

12. Expected end-product : - Report ✓
 - Book
 - Package
 - Kit
 - Cassette
 - Any Other (Please specify) ✓
 - Capacity Building and prepared training module

13. (a) Plans for utilization and dissemination of the end product(s)

The result of Training Programme for KRPs will be used for developing a package on need based training for improvement of education of SC/ST/Minorities in North Eastern States so that the same could be utilized by the key persons, teachers and other functionaries. Feed back through a follow up programme will be obtained to evaluate the impact of the programme after running it at least for two years.

(b) Plans for Evaluation of the outcome

The changes in the state of specific target group will be reflected in further modification/updating of the training material and methodology of training.

(c) Plans for follow up/ Feedback on utilization of the outcome

14. Personnel involved


14.1 Name and designation of the Programme Coordinator

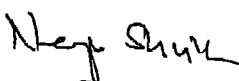
Dr S C Chauhan

14.2 Name and designation of the Associated Faculty

Dr Dinesh Sharma

Dr Kanan Sadhu


Signature
(Programme Coordinator)


Signature
(Head of the Deptt./Inst|tute)

PROFORMA FOR PROGRAMME PROPOSALS FOR THE YEAR 2002-2003

1.	Name of the NCERT Constituent/Department	:	DEGSN
2.	Title of the Programme	:	Identification of the factors which hamper the retention of the ST students in the schools viz. Chhattisgarh and Gujarat.
3.	(a) Type of the Programme(Please tick)	:	<ul style="list-style-type: none"> - Research ✓ - Development - Training - Extension - Any other (Please specify)
	(b) Category of the programme (Please tick)	:	<ul style="list-style-type: none"> - New - On-going ✓ - Carried over
	(c) If the programme is on-going or carried over, mention the PAC Code No. and year of approval	:	03.9
4.	Total Duration of the Programme as phased in col.10 (Months)	:	20 months
	(h) Date on which programme commenced/to be commenced	:	1 January, 2001
	(i) Target date of completion	:	March, 2003
5.	(a) Stage of Education to which the Programme is meant (Please tick)	:	<ul style="list-style-type: none"> - Pre-Primary - Primary ✓ - Upper primary ✓ - Secondary - Overall School Education - Any other

	(b) If programme is meant for a group with special needs, (Please tick)	:	<ul style="list-style-type: none"> - Scheduled Caste - Scheduled Tribe ✓ - Girl Child - Out-of-School Child - Minorities - Disabled - Any other
	(c) If Programme is State/ Region/ Agency specific, please specify the State/Region/ Agency	:	Chhattisgarh & Gujarat
6.	Beneficiaries (Please tick)	:	<ul style="list-style-type: none"> - Students ✓ - Teachers ✓ - Teacher Educators - Educational Administrators/Planners ✓ , NCERT faculty and Authorities - Any other (Please specify) Community ✓

7. Need and justification:

(If an on-going/carried over programme, please also state briefly the progress achieved and the work likely to be completed by the end of the current financial year)

There is an urgent need to plan for qualitative improvement of education of large number of Tribal groups particularly most primitive tribes inhabited most deficient hilly and forest areas like Bastar and Dang districts. These districts well known as tribal populated district. Both are suffering from very low literacy rate, due to high drop out and low retention. Therefore, it is very necessary to identify those factors which are responsible for hampering their education at the primary and upper primary level belonging to Tribal communities in Chhattisgarh and Gujarat States.

Work done so far

Different types of tools:-

- Questionnaires have been prepared for school Principal and Teachers working in these districts.
- Interview schedule have been developed for parents and community leaders.
- Observation schedule has also been prepared for assessing the existing facility in the schools
- All these tools were tried out in three schools of Dang district in Gujarat and four schools of Bastar district in Chhattisgarh state.

- A workshop was organized in RIE, Bhopal for finalisation of tools.
- In the light of comments of expert and experiences of field visit, tools were modified and rewritten for data collection.
- Data collection in Dang's schools partially completed, remaining work likely to be completed by the end of January, 2002.
- Data collection in Bastar's schools is going on. All field work likely to be completed by the end of December, 2001.

Review of literature collection is under progress.

8. (a) Specific Objectives:

1. To identify major factors responsible for high drop out and low retention of the ST students in the tribal areas schools.
2. To study the status of the retention of the Tribal Children.
3. To study of the status of out of school Tribal Children in these districts.

(b) Methodology:

(If a research programme, please also indicate sample, research questions/ hypotheses and tools)

- i. Questionnaires for principal and teacher (sample selected areas)
- ii. Interview schedule for parents and community leaders (sample school areas).
- iii. Observation schedule for school facilities existing in Bastar and Dang districts (ten schools will be selected in each district).

(c) Proposed Supporting Staff/ (JPF/CA), if any.

<u>Designation</u>	<u>Total No. of months</u>
JPF(s)	One for seven months(only current year 2001)
CA (s)	_____

9. Collaborating Agencies(if any)	Name of Agency	Nature of Collaboration
(a) NCERT Constituents	Nil	
(b) Outside Agency	Nil	

10. Phasing of the Programme with precise information on Activities (including in-house-activities involving expenditure or otherwise clearly indicating the methodology to be followed)

S.No.	Activities proposed to be organized	Proposed dates From To	Estimated expenditure	Remarks
1.	Tools preparation a) Questionnaires for Principal b) Questionnaires for Teachers c) Interview schedule for parents d) Interview schedule for community leader e) Observation schedule for schools.	Jan.,2001 to March,2001	Nil	Work done As in House activities
2.	Try out of tools in sample areas	April,2001 to July,2001	Rs.5,000/-	Work done
3.	Group meeting of expert for finalisation of tools	August,2001	Rs.5,000/-	Completed
4.	Field work and data collection including TA/DA of the project staff.	Sept.2001 to Jan.,2002	Rs.70,000/-	Going on
5.	Tabulation and analysis of data	Feb.,2002 to March,2002	Nil	
6.	Report writing (Draft of report)	May,2002 to Aug.,2002	Nil	
7.	Workshop for finalisation of report.	Sept.,2002	Rs.25,000/-	
8.	Finalisation of the report	Oct.-Dec.,2002		
9.	Dissemination of Report -Miscellaneous and contingencies -JPF salary @ Rs.4400/- per months for seven months	Jan.-Feb.,2003 March,2003 Feb., 2003	Rs.15,000/- Rs.30,800/-	
		Total	Rs., 1,60,800/-	
		Total (Proposed for 2002-2003)	Rs.40, 000/-	

11. Details of each Budget Activity under item No. 10 (in the following format)

11.1. Activity No : 7
Title : Workshop for finalisation of report.
Proposed Dates : From August, 2001 to August, 2002

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1.	TA/DA/Hon. to the experts (Local)	Rs. 5,000/-	
2.	TA/DA/Hon. to the subject (outside)	Rs.15, 000/-	
3.	Contingencies	Rs. 5,000/-	
	Total	Rs 25, 000/-	

Total of 11.1 : Rs. 25,000/-

12. Expected end-product : - Report ✓
- Book
- Package
- Kit
- Cassette
- Any Other (Please specify)

13. (a) Plans for utilization and dissemination of the end product(s)

Effective interventions and strategies to be used by the educational planners for improvement in the states for retention of the ST children

(b) Plans for Evaluation of the outcome

(c) Plans for follow up/ Feedback on utilization of the outcome

After identifying the factors an attempt will be made to solve their problems and give useful suggestions for improving retention.

14. Personnel involved

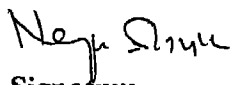
14.1 Name and designation of the Programme Coordinator

Dr S C Chauhan, Lecturer

14.2 Name and designation of the Associated Faculty

Prof Neerja Shukla
Dr Dinesh Sharma
Dr Kanan Sadhu

Signature 
(Programme Coordinator)


Signature
Head of the Department

PROFORMA FOR PROGRAMME PROPOSALS FOR THE YEAR 2002-2003

1.	Name of the NCERT Constituent/Department	:	DEGSN
2.	Title of the Programme	:	An Evaluation Study of Integrated Education for Disabled Children (IEDC) (Orissa, Mizoram & Delhi)
3.	(a) Type of the Programme (Please tick)	:	<ul style="list-style-type: none"> - Research ✓ - Development - Training - Extension - Any other (Please specify)
	(b) Category of the Programme (Please tick)	:	<ul style="list-style-type: none"> - New - On-going - Carried over ✓
	(c) If the Programme is on-going or carried over, mention the PAC Code No. and year of approval	:	03.7
4.	Total duration of the Programme as phased in Col.10 (Months)	:	12 months
	(a) Date on which Programme commenced/to be commenced	:	1998-99
	(b) Target date of completion	:	December 2003
5.	(a) Stage of Education to which the Programme is meant (Please tick)	:	<ul style="list-style-type: none"> - Pre-primary - Primary ✓ - Upper Primary - Secondary - Overall School Education ✓ - Any other

	(b) If Programme is meant for a group with special needs (Please tick)	:	<ul style="list-style-type: none"> - Scheduled Caste - Scheduled Tribe - Girl Child - Out-of-School Child - Minorities - Children with Disabilities ✓ - Any other
	(c) If Programme is State/Region/Agency specific, please specify the State/Region/Agency	:	N.A.
6.	Beneficiaries (Please tick)	:	<ul style="list-style-type: none"> - Students ✓ - Teachers ✓ - Teacher Educators ✓ - Educational Administrators ✓ / Planners ✓ , NCERT faculty and Authorities ✓ - Any other (Please specify)

7. Need and justification:

(If an on-going/carried over programme, please also state briefly the progress achieved and the work likely to be completed by the end of the current financial year)

The study was initially planned for three years. Six states were to be covered for evaluation in the study. These were Rajasthan, Maharashtra, U.P., Delhi, Orissa and Mizoram. During the first year, 5 different research tools were developed and got printed. During the 2nd year data was to be collected from 4 different states i.e. Rajasthan, Maharashtra, U.P., and Delhi. Before data collection field investigators were to be trained to collect data on different research tools, which included questionnaires for teachers, children with disabilities, parent of the children with disabilities, quantitative and qualitative questionnaires, to know the impact of IEDC on the education of children with disabilities. It was planned to organize the training programme in two phases. In the first phase four states, Rajasthan, Maharashtra, U.P., and Delhi were invited for the training workshop for state coordinators of IEDC and field investigators. Only two states, Rajasthan and Maharashtra, could attend the programme. Delhi could not come because it could not appoint the field investigators for data collection. U.P. was of the opinion that they could not do much under IEDC, so they did not participate

in the study. Therefore, during the 2nd year data was collected from two states only while negotiations were going on with Delhi and U.P. to participate in the research study. And, finally they were made ready to participate in the study. Therefore, another training workshop was organized for U.P. & Delhi. U.P. could not collect data from more than 18 schools from the whole big state, which is not sufficient to draw any conclusion. Delhi did not submit the data as yet. In the meantime, Data Processing and Analyzes was started for Rajasthan and Maharashtra. While report writing is in the process for Rajasthan, Data Processing is still on in case of Maharashtra. Another training workshop was organized for Orissa and Mizoram. Only Orissa could attend the training workshop. Mizoram could not participate due to landslides followed by heavy rains in the State. Data collection was initiated in Orissa by the team of state project coordinator and four field investigators so trained at NCERT. The Northeast region represented by Mizoram was still left from the reach of the study. Therefore, during the year 2001-2002 another training workshop was organized for Mizoram. As of today, a team of four persons from Mizoram is trained along with IEDC coordinator. Data collection has been started over there from October 2001.

We have received a report from Orissa that data collection is over in Orissa. By March 2002 report shall be ready in case of Rajasthan, Maharashtra and U.P. In the meantime we shall try to fetch data from Delhi and Orissa, which will be fed in computer for tabulation and analysis followed by report writing.

8.(a) Specific Objectives:

- To study the status of integrated education of children with disabilities in the States and UTs of Orissa, Mizoram and Delhi.
- To study the impact of integrated education on enrollment, retention and achievement of children with disabilities.
- To study the attitude of teachers towards education of children with disabilities.
- To study the social integration of children with disabilities.
- To study the participation of parents in the education of their children with disabilities.

(b) Methodology:

(If a research programme, please also indicate sample, research questions/ hypotheses and tools)

The education of children with disabilities in an integral part of general education system. Various inputs are being provided to achieve the target of integrated education under IEDC scheme initiated by MHRD. The status of IEDC in different States and UTs and its impact on general education system need to be studied. In other words, we wanted to know whether these inputs have reached in general education system. If no why not. If yes, what is their impact on different variables under the study like enrollment of children with disabilities in general schools, their retention and achievement, children's participation in curricular and co-curricular activities, participation of parents in the education of their children.

The target population of the study is children with disabilities. School is the unit of measurement. 50% of the schools were selected from the identified IEDC blocks and different districts of the State to study the status of IEDC in the State. Availability of children with different disabilities in schools is a major criteria for the selection of schools in the sample. Geographical proximity and literacy rates were also kept in mind while selecting the sample. In-depth study was conducted on further sub sample to now the impact of IEDC on teachers, children with parents

Five different types of research tools were developed. Qualitative and quantitative questionnaires were designed to study the status of IEDC. Based on research questions, interview schedule for parents, children and questionnaire for teachers were developed to study the impact of IEDC on general education system.

(c) Proposed Supporting Staff (JPF/CA), if any

<u>Designation</u>	<u>Total No. of Months</u>
JPF(s) one	9
CA(s) one	9

9.	Collaborating Agencies (if any)	Name of Agency	Nature of Collaboration
(a)	NCERT Constituents	SCERTs/SIEs & Directorate of Education	Coordination & collection of data from IEDC schools, teachers, children and parents
(b)	Outside Agency		

10. **Phasing of the Programme with precise information on Activities (including in-house-activities involving expenditure or otherwise clearly indicating the methodology to be followed)**

S.No.	Activities proposed to be organised	Proposed dates From To	Estimated Expenditure (If any)
1.	2.	3.	4.
1.	Four field investigators for data collection in Mizoram @ Rs.100 per day x 150 days		60,000.00
2.	State visits to conduct interviews with state IED coordinators and in some cases with teachers, children and their parents to verify the results to finalize the report.		30,000.00
3.	Two meetings of the Advisory Group to discuss the report prepared.	Two days each	1,20,000.00
4.	Appointment of JPF for state visits for data collection.	April 2002-Mar 2003	52,800.00
5.	Appointment of Computer Analyst for 9 months.	April 2002-Dec2003	39,600.00
6.	Report writing – computer typing, compilation and binding etc.	-	5,000.00
7.	Contingency	-	10,000.00
Total Rs.			3,17,400.00
Total Rs. (Proposed for 2002-2003)			3,17,400.00

11. Details of each Budget Activity under Item No. 10 (in the following format)

11.1 Activity No. : 3
Title : Two meetings of the Advisory Group to discuss the report prepared.
Proposed Dates : From To

S.No.	Item of Expenditure	Estimated Expenditure	Remarks, if any
1	2	3	4
1.	TA including local conveyance to 20 participants	Rs. 99,000.00	
2.	DA to 18 non local participants (200x18x2)	Rs. 9,360 00	
3.	Hon. (20x200x2)	Rs. 8,000.00	
4.	Contingencies	Rs. 3,640.00	
		Total: 1,20,000.00	

Total of 11.1 Rs. 1,20,000.00

12. Expected end-product :

- Report ✓
- Book
- Package
- Kit
- Cassette
- Any other (Please specify)

13.(a) Plans for utilization and dissemination of the end product(s)

The report will be sent to all SCERTs/ SIEs/ DPIs/ Ministries and all concerned. It will be useful for educational planners and administrators.

(b) Plans for Evaluation of the outcome

Comments may be invited from the users.

(c) Plans for follow up/Feedback on utilization of the outcome

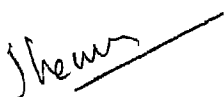
14. Personnel involved

14.1 Name and designation of the Programme Coordinator

Dr. (Mrs) Janak Verma, Reader

14.2 Name and designation of the Associated Faculty

Prof Neerja Shukla
Head, DEGSN


Signature
(Programme Coordinator)


Signature
(Head of the Dept./Institute)

Summary Statement of the Project

Name of the NCERT Constituent: DEGSN

S.No.	Title	Type
1	2	3
1	Emerging shape of inclusive classrooms at Upper primary level	Research
2.	Analysis of teacher education curriculum of DIETs for Special Needs Education	Research
3	An empirical study of the institutions run by the minorities namely Buddhists, Christians and Muslims regarding accessibility of the school and the curriculum	Research
4	A study of innovative teaching learning strategies to promote inclusive education for children with special needs	Development
5	Development of guidelines for textbook writers and evaluators for facilitating access to curriculum for children with disabilities	Development
6	Ethnographic profile of tribal people with a focus on their educational needs	Development
7	Training through Networking Development of Modules for Inclusive Education Phase-II	Training

8	Training of key resource persons from Eastern states regarding difficulties faced by them in addressing curriculum transaction and other educational activities of socially disadvantaged and other marginalized groups
9	Identification of the factors which hamper retention of the ST students in the schools of Chattisgarh and Gujarat
10	An evaluation study of Integrated Education for Disabled Children (IEDC)

forth by n and	Training	Dr Kanan Sachu	New	Rs 1,49,000	Recommended
roups, or the ls viz	Research	Dr S.C Chauhan	On-going	Rs 40,000	Recommended
tion	Research	Dr Janak Verma	Carried over	Rs 3,17,400	Recommended